****

**Post Covid-19 Action Plan**

**COVID-19 Continuity Planning**

**SchoolPro TLC**

**Post COVID-19 Action Plan for Schools:**

**Completed by: Date:**

**Shared with Staff:**

**Shared with Governors:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Action | Actions | Lead | Impact | RAG |
| School Logistics  Pre - opening | Contact governors and staff regarding availability and that the school will be opening. | * Find out which members of staff are able to work * Consider how many staff will need to be in school and if any supply staffing is required. * Produce a rota, taking into account the need for key roles needed in school, e.g. DSL. SchoolPro TLC staffing plan template is available to assist with this action.   *You may want to consider using the Covid-19 Daily Risk Assessment in a phased return to ensure all aspects are covered.* |  | Clear staffing plan in preparation for school opening.  Key roles are covered e.g. DSL, Paediatric First Aid. |  |
| Plan classroom openings and review school timetable (phased return) | * Dependent on type of return to school you may need to implement changes to the school timetable * See what staff you have available in ensuring timetable availability. * Plan which rooms/spaces will be open, including kitchens, staff areas, access to drinking water and pupil/staff/visitor toilet facilities. * Inform staff and Governors   Refer to the Covid-19 Daily Action Plan to support with this |  | Clear communication with staff and governors ensuring clarity of timetable and school operations. |  |
| School Timings e.g. social distancing | * Do you need the day to start at different times for different age groups? * Social times (impact on catering). * Alternate days for specific year groups. * Update school website of any changes and signpost parents/pupils to this.   *This will be dependent on government advice and restrictions implemented.* |  | Clear communication ensures the whole school community is aware to any changes to the school day. Thus, reducing anxiety or uncertainty. |  |
| Meet the site team / caretaker | * Discuss what areas of the school will need to be open/accessed * Decide what resources will be needed in each area * Classroom layouts – social distancing * Additional signage that needs to be put up * Floor markings displaying 2m distance e.g. canteen whilst pupils queue for food. * Enforce a one-way system to help social distancing |  | Clear communication ensures the whole school community is aware to any changes to the school day. Thus, reducing anxiety or uncertainty. |  |
| Consider how you welcome pupils back to school | * Welcome areas * Displays – these can be produced at home and put up the morning of return or before if feasible. * Organise who meets and greets pupils and parents and where does this happen to help support social distancing |  | Pupils feel welcomed back to school, therefore reduces anxiety.  Calm and orderly return to school. |  |
| Contact with any external contractors informing them of re-opening and arrangements | * Catering companies * Food deliveries * Site services (grounds maintenance) * Transport providers | SBM | Operational running of the school is smooth.  Allows the school to focus appropriately on staff and pupils. |  |
| Carry out a Health and Safety check of all areas of the school, including the outdoor space | Follow your school policy here |  | The safety of the premises is secure. |  |
| Arrange complete deep clean of the whole school | * Contact made with cleaners/contractors. * Dates and timings of deep clean arranged * Site team made aware to arrange opening and closing of the school (if required) |  | School clean prior to return/phased return to school.  Reduced risk of contamination |  |
| Review and communicate policy and procedures to staff and Governors | Review relevant policies. Suggested reviews are (but not limited to):   * Covid-19 Daily Risk Assessment * Health and Safety policy * Infection Control * Safeguarding Policy (KCSIE 2019) * Updates from the DFE and guidance from the Public Health England 2020   Update parents and website where applicable. |  | All statutory expectations are completed and in place.  Reduced exposure to infection and clear communication ensures the whole school community is aware of any change policy to procedure, thus, reducing any uncertainty and undue stress. |  |
| Prepare and communicate infection control measures to staff, visitors and Governors. | * Ensure that there is access to drinking water, facilities for hand washing, and access to hand sanitiser if appropriate. * Emails, texts and posters * Include guidance on handwashing procedures and facilities * Ensure policy and procedures are in place as necessary. |  | Exposure to infection reduced. |  |
| Communicate with parents that the school will be opening on | * Letter, text and/or email with information about where/when parents can drop off/collect their child/ren and what they need to bring to school. * Update website if applicable and share information about which learning/welcome spaces will be open. * Update Staff/Governors accordingly |  | Clear communication ensures the whole school community is aware of any changes to the school day, thus reducing anxiety or uncertainty. |  |
| Plan a support package for families who are vulnerable in order to help them transition back to school. | * Telephone calls to families if needed * Individual support plans around the family, working alongside other agencies as appropriate. * Plan and prepare a collection of signposting opportunities to share with families if needed e.g. support via the Parent Support Advisor, Bereavement advice, financial advice etc. * Decide which member(s) of staff is single point of contact for parents and communicate this to parents. * Update the website if applicable. * Ensure policies and procedures are updated in place where necessary. * Update Staff/Governors accordingly | DSL/DDSL | Clear communication ensures vulnerable families are aware of how they are being supported, thus reducing anxiety or uncertainty.  Improves parental relations  Improves attendance and progress of vulnerable children. |  |
| Provide an opportunity for parents and carers to raise issues and concerns | * Signpost parents to the appropriate member of staff. * Plan and prepare a collection of signposting opportunities e.g. support via the Parent Support Advisor, Bereavement advice, financial advice, local support groups etc. |  | Clear communication ensures the whole school community is aware of how to raise concerns.  Parents/carers feel supported by the school. |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Action | * Actions | Lead | Impact | RAG |
| Mental Health and Well-being of Staff | Put a mental health and wellbeing support plan in place for staff (including SLT) | * Provide a pack of information about local and/or national support groups * Set up systems so that staff can talk to key members of staff if they need to |  | Improved MHWB will impact on staff mindsets and by minimising barriers. |  |
| Prepare a staff questionnaire as they may feel: [depressed](https://www.educationsupport.org.uk/helping-you/depressed)  [overwhelmed](https://www.educationsupport.org.uk/helping-you/overwhelmed)  [stressed/anxious](https://www.educationsupport.org.uk/helping-you/stressed-or-anxious)  or had:  financial difficulties  personal issues e.g. bereavement | * To use staff questionnaire and staff voice to ascertain a baseline for current levels of understanding of MH and WB. * Signpost staff to relevant external agencies such as: <https://www.educationsupport.org.uk/> |  | Research shows that the main factors influencing good quality of work are:   * Leaders who support employees and see where they fit into the bigger organisational picture * Consultation that values the voice of employees and listens to their views * Concerns and relationships based on trust and shared values   Staff feel supported through any difficulties they may have faced or are facing. |  |
| Review supervision for DSL/DDSL due to the demands of the role in lockdown | * Speak to the DSL and DDSL regarding workload and supervision needs * Speak to the LA/Trust to ensure supervision is accessed |  | Improved relationships based on trust and shared values  DSL/DDSL feels supported and can fulfil their role to the best of their ability. |  |
| Review tasks staff are being asked to complete in the immediacy of returning | * Are all tasks necessary? * Review what tasks can be undertaken by those staff who are unable to come in to work to relieve the pressure on others? |  | Shared workload across the staff.  Leaders are seen to support employees and see where they fit into the bigger organisational picture leading to better productivity. |  |
| Keep channels of communication open inc. regular contact with staff who are unable to return to work immediately | * Designate key staff to ensure communication is clear. * Involve all staff in any decisions ensuring they feel valued and part of the team |  | Staff feel valued and have the school network to ensure they have people to talk to where necessary. |  |
| Use Mental Health First Aiders (see MHWB of Pupils) to support staff | * Research online Mental Health First aid training * Work with staff to decide who undertakes the training * Communicate with the school community who are the Mental Health First Aiders |  | Staff will feel more confident in supporting the school community in Mental Health  Staff will know who to speak to regarding mental health concerns. |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Action | Actions | Lead | Impact | RAG |
| Mental Health and Well-being of Pupils | Identify the baseline of your pupils | * To use pupil questionnaire and pupil voice to ascertain a baseline for current levels of pupil understanding of MH and WB. * Staff deployed to support highest needs pupils first. Needs to be met safely due to specific needs and training requirements   *Think ahead of the game. The questionnaire can be produced and sent out and returned prior to the return to school e.g. use SurveyMonkey to ask up to 10 questions* |  | Improved MHWB will impact on pupil outcomes by minimising barriers to learning and risk factors such as mental health |  |
| To provide information to parents regarding the MHWB agenda, where they can seek support, guidance and advice if they have concerns about their children: | * Parent questionnaire around children’s MHWB to be given at parents’ evening – feedback analysed * To develop MHWB section on website to include advice and guidance for families – signposting to support both in school and externally * To provide workshop/training session for parents who may be concerned about MHWB |  | Improved parent partnerships and understanding of how to promote good MHWB with their children will impact on pupil outcomes.  Improved parental confidence in the school, leading to positive relationships. |  |
| Specific staff members to undertake Mental Health First Aid Training | * Research online Mental Health First Aid training * Work with staff to decide who undertakes the training * Communicate with the school community who are the Mental Health First Aiders |  | Staff will feel more confident in supporting the school community in Mental Health  The school community will know who to speak to regarding mental health concerns. |  |
| To investigate how external agencies and or charities may be able to support our work around MHWB. | * Will external agencies and charities conduct visits, assemblies, and specialist lessons? |  | Pupils engaging with external agencies  Staff and pupils implementing advice from external agencies  Improved MHWB will impact on pupils’ engagement and progress. |  |
| To review current curriculum planning to bring in line with MHWB. | * To incorporate explicit teaching of MHWB into the MTPs for PSHE * Review curriculum time for PSHE in the first 4 weeks of return. * How is MHWB facilitated through your curriculum? * To provide regular opportunities for pupils to learn self-help strategies to reduce anxiety, aggression and improve well-being, for example, breathing exercises, relaxation, yoga. |  | Reduced anxiety will support improved progress  Increased attendance and engagement |  |
| To further develop provision for pupils with SEMH needs that impact on MHWB: | * Developing a ‘safe space’ with reduced stimulation, relaxation area within the school * Further embedding best practice to support pupils with high levels of anxiety |  |  |  |
| Plan the development of a peer support programme | * Organise staff members and pupils who become peer supporters |  | Pupils will be aware of who the peer supporters are and feel more confident in speaking about MHWB. |  |
| Vulnerable pupils’ ongoing well being | * Consider arrangements for safeguarding vulnerable pupils while schools are on a phased return or if the pupils are unable to attend including:  1. DSL makes contact with CP children and vulnerable families by phone on a frequent basis (at least once per week) – DSL / SENDCO create list of all vulnerable families. Where known, or previously known, to social care. 2. Phone calls to supermarkets made to ensure delivery of food vouchers – liaise with LA where necessary.   Speak to local safeguarding partners about how they can provide support.  Provide staff with contact details for your local safeguarding and social care teams, so they can report safeguarding concerns as usual. |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Action | * Actions | Lead | Impact | RAG |
| School - Summer Term Planning | Plan for and update parents/carers with reporting arrangements | * Plan how to report to parents and communicate this plan to parents. * Update Staff/Governors accordingly |  | Parents/carers have a clear message of how reports will be conducted and in what format to expect them. |  |
| Organise transition arrangements for pupils | * Contact feeder schools * Organise appropriate transition activities for the pupils, dependent on Covid-19 restrictions * Organise appropriate pupil file transfers (where applicable). * Update the website where applicable. * Ensure that policies and procedures are in place where necessary. * Update Staff/Governors/Parents/Carers accordingly |  | Parents/carers and pupils are assured that arrangements are in place  Knowledge of transition days and expectations of the parents and pupils will allow these to run smoothly. |  |
| Organise transition arrangements for vulnerable pupils | * DSL to contact feeder schools and conduct appropriate handover * CP files to be sent separately to school files via; electronic portal (CPOMs), recorded delivery or delivered in person and signed for. * SENCo to contact feeder schools and conduct appropriate handover * DSL to meet with vulnerable pupils’ parents/carers for any new intake. * SENCo to meet with EHCP pupils’ parents for any new intake. |  | Files are transferred in accordance to KCSIE 19 and Data Protection Act 2018  New education setting will have clear knowledge of the pupils’ and families’ backgrounds in order to meet their needs effectively. |  |
| Arrange Intake meetings | * Consider dates and whether social distancing/restrictions will allow this to take place. * Could you invite parents/carers to attend at different times to reduce contamination risk? |  | Safe meetings are arranged in line with any government-imposed restrictions.  Parents/Carers have a clear understanding of expectations set by the school  Parents/carers minds are put at ease to reduce any anxiety/tension regarding any transition. |  |
| Update any Policies in line with statutory requirements | * Work with clerk to see what policies need reviewing/updating. * Speak to and update governors |  | All policies are up to date in line with statutory regulations.  Processes and procedures are shared with staff to ensure effective provision. |  |
| Ensure pupil records are up to date e.g. FSM (these numbers may have increased during the COVID-19 lockdown) in preparation for the summer census (May 21st) | * Input any changes to vulnerable pupils inc. FSM where necessary |  | Ensures the school receives the appropriate funding for the pupils on roll. |  |
| Update SEF | * Add changes where necessary * Share updates with staff and governors * Update the website |  | Leaders have a clear understanding of where their school is and this can be shared with the wider school community.  Priorities can be set to ensure school provides the most effective education for the pupils on roll. |  |
| Update SIP | * Add changes where necessary * Share updates with staff/parents/carers/Governors * Update the website |  | Key priorities are highlighted and shared with clarity to ensure a ‘common purpose’ is focused upon. |  |
| Produce school calendar for 20/21 | * Set calendar dates for 20/21 to include (where possible):  1. Meeting schedule 2. Assessment cycle 3. CPD sessions 4. Parents evenings/meetings 5. Curriculum Trips & Visits 6. INSET days and any twilight sessions |  | Clarity of dates ensuring staff and the wider school community are communicated with effectively. |  |
| Staffing & Timetable | * Construct timetable for next academic year * Review staffing needs |  | Staff have clarity on teaching groups and subjects to be taught.  Curriculum development can continue  Staffing structure is used to ensure best outcomes for the pupils. |  |